

Innovations High School

Curriculum Guide

2024-2025



Innovations

HIGH SCHOOL

777 West 2nd Street
Reno, NV 89503
Phone: (775)333-5150

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Mission Statement

At Innovations High School, we nurture scholars' passions for learning by engaging them in meaningful, relevant, community-based lessons through which they explore themes of social justice and advocacy to discover their own agency and voice. We are committed to engaging our scholars as whole human beings who will become powerful citizens of the world.

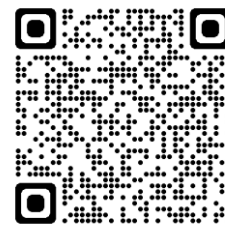
Our Vision

At Innovations High School, we foster and develop life-long learners through authentic community-based practices that celebrate diversity and individuality.

Disclaimer: This document contains references to Board Policies and other documents pertaining to the rules and regulations of the Washoe County School District (WCSD). The District reserves the right to revise any of these documents during the school year. For the current version of any of these documents, please check the District's website at <https://www.wcsdpolicy.net/>.

THE 24-25 SCHOOL YEAR CALENDAR

School begins for high school students on August 12, 2024 (Incline High School: August 19, 2024). For all other important dates, please refer to the calendars posted on the District website at: <https://www.washoeschools.net/Page/19060>



THE HIGH SCHOOL COURSE OF STUDY

Nevada Revised Statute (NRS) 389.018 describes the course of study in which all students will automatically be enrolled in:

- 4 units of English language arts
- 4 units of mathematics, including algebra 1 and geometry
- 3 units of science, including two laboratory courses and
- 3 units of social studies, including .5 American government, .5 Economics, 1 American history and 1 world history or geography).

Exceptions: Per NRS 389.018 and Board Policy 6600, students may be granted exceptions on a limited, case-by-case basis. Exceptions may be granted under the following conditions:

1. A special education student exempted via the IEP process.
2. A student who has transferred into a WCSD high school as a junior or senior and cannot earn the 4th mathematics or 3rd science credit during the school year in their remaining school years before graduation. Determination of whether a student can earn the 4th mathematics and/or 3rd science credit will be made jointly in a conference with the student, parent, counselor, and principal or assistant principal within 10 days of enrollment.
3. If the student, the parent or legal guardian of the student and an administrator or a counselor at the school in which the student is enrolled mutually agree to a modified course of study for the student and that modified course of study satisfies at least the requirements for a standard high school diploma or an adjusted diploma, as applicable.

REQUIRED NUMBER OF CLASSES

With the High School Course of Study, all students are automatically enrolled in a full academic load. Part-time enrollment is not allowed. Only seniors who are on track for an Advanced Diploma and receive an exemption for merit or who receive an exemption for cause may take a minimum 2/3 of the academic load (rounding up to the nearest whole class). All students are encouraged to take advantage of the numerous educational opportunities available to them during high school.

CREDITS

Most classes award one-half (.5) credit for one semester's work. The school year is divided into two semesters. Credit is awarded at the end of each semester to students who have a passing grade. Students who withdraw from a class after the 11th week of the semester will receive an "F" regardless of what the actual grade was at the time of withdrawal. Students who are not able to complete the required work for a course or who are unable to take the final exam may receive an "INC" (incomplete) provided there has been contact/approval by the student's counselor or administration. Incompletes must be made up within three(3) weeks after the beginning of the next semester or the incomplete becomes an "F" and no credit is awarded. It is the student's responsibility to contact the teacher to arrange to complete the necessary work.

REQUIRED COURSES/CREDITS FOR GRADUATION

The credit requirements for each diploma type are listed below:

Note: Standard Diploma requirements subject to change pending State Board of Education approval.

Course Title	WCSD Standard (2023-2024)	WCSD Standard (2025- beyond)	Alternative ^ (2023- beyond)	State Advanced	College and Career Ready with Endorsement	WCSD Honors	WCSD Honors/ College & Career Ready
English	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Math (Must include Algebra 1, Geometry & Algebra 2 or equivalent)	3.0	3.0	3.0	4.0	4.0	4.0 ^Δ	4.0 ^Δ
Science	2.0	2.0	2.0	3.0	3.0	3.0 [†]	3.0 [†]
American Government	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Economics and Personal Finance	0.5	0.5	0.5	0.5	0.5	0.5	0.5
U.S. History	1.0	1.0	1.0	1.0	1.0	1.0	1.0
World History/World Geography	1.0	1.0	0	1.0	1.0	1.0	1.0
PE	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Arts/Humanities/CTE	1.0	-0-	1.0	1.0	1.0	1.0	1.0
Computer Literacy	0.5	0.5	0.5	0.5	0.5	0.5	0.5
Health	0.5	0.5	0.5	0.5	0.5	0.5	0.5
World Language	-0-	-0-	-0-	-0-	-0-	2.0*	2.0*
Electives	6.0	6.0	6.0	6.0	6.0	4.0	4.0
Flex Credit	1.0**	2.0**	2.0**	0	0	0	0
TOTALS	23.0	23.0	23.0	24.0	24.0	24.0	24.0
# of Honors Credits						8	8
Required Cumulative GPA				3.25 on a 4.0 scale (no rounding)	3.25 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)	3.40 on a 4.0 scale (no rounding)

Δ Algebra 1; Geometry; Algebra 2 (or their equivalents); plus 1 or more math classes beyond Algebra 2

† Two credits must be in Biology, Chemistry, or Physics

* Two credits in the same world language

** Flex credit must be one full credit of the same course of any one of the following: Level II or above CTE course in one program of study provided the prerequisite course was passed, a 4th year of mathematics Algebra 2 or higher, a 3rd or 4th year of science or a 4th year of social studies

+ This diploma also requires additional coursework and either a college or career endorsement to earn the diploma (see page 3).

^ Student must have taken the NAA assessment to be eligible for the alternative diploma.

NEVADA ASSESSMENTS REQUIRED FOR GRADUATION

Students must participate in the Nevada high school assessments prescribed by law as a diploma requirement for their respective graduating class. High performance on the college and career readiness and/or civics assessments may be used toward meeting requirements for the state seals awarded with a diploma.

To graduate from a Nevada high school with a Standard, Advanced, College and Career Ready, Honors or Honors/College and Career Ready diploma, students must participate in a College and Career Readiness assessment selected by the Nevada State Board of Education pursuant to Nevada Revised Statutes 390.600 and 390.610. Students will take this assessment during their junior/11th grade year.

Pursuant to Nevada Revised Statutes 390.600, to graduate from a Nevada high school with an Alternative diploma a student must participate in the Nevada Alternate assessment during their junior/11th grade year.

All students must participate in a civics examination pursuant to Nevada Revised Statute 389.009. Most students will take the required civics examination as part of the Government or Economics course.

TYPES OF DIPLOMAS OFFERED TO WCSD STUDENTS

WCSD Standard Diploma: This student will have completed a minimum of 23 credits with all requirements met and will have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

Advanced Diploma: This student will have completed a minimum of 24 credits, including all requirements for a standard diploma plus one additional credit of science (total 3 credits) and one additional credit of math (total 4 credits and must include Algebra 2) with a minimum of 3.25 cumulative GPA, weighted or unweighted (no rounding) including all credits applicable toward graduation, and will have taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

College & Career Ready Diploma: This student will have completed a minimum of 24 credits for an Advanced Diploma and demonstrated the following:

1. Proficiency in speaking not less than 2 languages or have earned not less than two credits in one or more of the areas below:
 - a. Advanced Placement courses; or
 - b. International Baccalaureate courses; or
 - c. Dual credit courses; or
 - d. Career and Technical Education courses; or
 - e. Work-based Learning or Internship courses; or
 - f. World Language courses
2. Taken the College and Career Ready assessment as prescribed by the State as a diploma requirement for their respective graduating class and earned one or both endorsements:
 - a. College Ready Endorsement – This endorsement will be awarded to graduates who successfully complete the college readiness assessment prescribed by the Board of Regents of the University of Nevada and receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed by the Board of Regents of the University of Nevada.
 - b. Career Ready Endorsement – This endorsement will be awarded to graduates who successfully complete a career readiness assessment, complete a CTE program of study and the Nevada Skills Certificate or obtain an industry recognized credential.
3. Taken the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

WCSD Honors Diploma: This student will have:

1. Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors or AP/IB level classes, Algebra 2, at least two credits earned in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
2. Earned a minimum 3.40 cumulative GPA, weighted (no rounding), with no course failures during the last two years, unless the course is repeated to remove the "F" from the transcript.
3. Taken the College and Career Readiness assessment and the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

This diploma is designed to reward students who take and succeed in the most challenging academic program that the high school has to offer. NOTE: Students who earn an Honors Diploma automatically qualify for an Advanced Diploma.

WCSD Honors/College & Career Ready Diploma: This student will have:

1. Completed a minimum of 24 credits (20 required and 4 elective) including at least eight (8) qualified honors or AP/IB level classes, Algebra 2, at least two credits earned in high school in biology, physics and/or chemistry and two (2) credits in the same world language.
2. Earned a minimum 3.40 cumulative GPA, weighted (no rounding), with no course failures during the last two years, unless the course is repeated to remove the "F" from the transcript.
3. Taken the College and Career Ready assessment as prescribed by the State as a diploma requirement for their respective graduating class and earned one or both endorsements:
 - a. College Ready Endorsement – This endorsement will be awarded to graduates who successfully complete the college readiness assessment prescribed by the Board of Regents of the University of Nevada and receive not less than the minimum scores for initial placement into college-level English and mathematics courses prescribed by the Board of Regents of the University of Nevada.
 - b. Career Ready Endorsement – This endorsement will be awarded to graduates who successfully complete a career readiness assessment, complete a CTE program of study and the Nevada Skills Certificate or obtain an industry recognized credential.
4. Taken the civics examination prescribed by the State as a diploma requirement for their respective graduating class.

This diploma is designed to reward students who take and succeed in the most challenging academic program that the high school has to offer. NOTE: Students who earn an Honors/College & Career Ready Diploma automatically qualify for an Advanced Diploma.

Alternative Diploma: The Alternative Diploma is available to students with disabilities who are assessed on the Nevada Alternate Assessment (NAA). Nevada's requirements for the Alternative Diploma align to the academic coursework and the College and Career Readiness assessment (ACT) requirements for students working to achieve a standard diploma. High school students who pursue the Alternative Diploma must complete the required number of credits and pass standards-aligned courses. Students who achieve an Alternative Diploma will be able to remain in school until their 22nd birthday and those who choose to do so will continue to receive services under IDEA.

Adjusted Diploma: This student must be certified as a Special Education student. The student must have completed a minimum of 22.5 credits but may not have completed all the requirements for a Standard Diploma and/or may not have taken the College and Career Readiness exam and the civics examination prescribed by the State as a diploma requirement for their respective graduating class. The student's IEP will specify the conditions under which they will receive an Adjusted Diploma. A student who accepts an Adjusted Diploma may work toward a Standard Diploma until their 22nd birthday.

High School Equivalency or Adult Diploma: This high school does not issue an equivalency or adult diploma. For information about these programs, contact the Washoe RISE Academy for Adult Achievement at 775-337-9939.

TYPES OF SEALS AND ENDORSEMENTS OFFERED TO WCSD STUDENTS

Recognition of each Seal/Endorsement earned will be affixed to the high school diploma and appear on the student's official transcript.

Nevada Career & Technical Education Endorsement/Seal: A student who satisfies the requirements for graduation from high school and successfully completes an approved sequence of courses leading to a completion course in a career and technical education program area must be awarded a high school diploma with a CTE endorsement on the front (NAC 389.815, 389.800) if the pupil has maintained a 3.0 grade point average in all classes applicable to the course of study and passed the end-of-program assessments prescribed by the Nevada Department of Education. See <http://cteae.nv.gov/> (Scroll down and click on Program Resources, then Course Catalog) for the current courses that comprise a course of study in each approved program area.

Nevada State Seal of Biliteracy: The Nevada State Seal of Biliteracy is an award given to high school graduates who have demonstrated proficiency in English and one or more world language(s). Students can demonstrate world language proficiency by taking one of the various language assessments offered by the WCSD.

Nevada State Seal of STEM: The Nevada State Seal of STEM (Science, Technology, Engineering and Mathematics) is an award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least four credits in science, at least four credits in mathematics, and at least one credit in computer science, engineering, manufacturing, electronics, or a career and technical education program of study in information and media technologies or skilled and technical science. In addition, students must demonstrate proficiency in science and mathematics by passing one of the qualifying assessments offered in WCSD.

Nevada State Seal of STEAM: The Nevada State Seal of STEAM (Science, Technology, Engineering, Art, and Mathematics) is an award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least three credits in science, at least four credits in mathematics, at least one credit in computer science, engineering, manufacturing, electronics, or a career and technical education program of study in information and media technologies or skilled and technical science and one credit in fine arts. In addition, students must demonstrate proficiency in science and mathematics by passing one of the qualifying assessments offered in WCSD.

Nevada State Seal of Financial Literacy: The Nevada State Seal of Financial Literacy is an award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least three credits in a subject area in which instruction on financial literacy is provided; and either a grade of B or higher in a college-level course in which instruction on financial literacy is provided; or earn a score of gold or higher on the ACT National Career Readiness Certificate.

Nevada State Seal of Civics: The Nevada State Seal of Civics is award given to high school graduates who have earned a 3.25 grade point average on a 4.0 scale or a 3.85 weighted grade point average, earned at least three credits in social studies; and a score of at least 90% on the examination for civics required pursuant to NRS 389.009; a satisfactory score in citizenship and completes a service-learning project.

GRADES AND GRADE POINT AVERAGE

Letter grades of A, B, C, D, or F will be assigned in academic classes. Only a few courses are graded on a pass/fail basis and assigned an S (satisfactory) or U (unsatisfactory) grade. S/U grades are not included when computing grade point average (GPA). No credit is awarded for F grades. Grades become part of the permanent record three weeks after report cards are issued. The responsibility for determining a student's grade rests solely with the classroom teacher. GPA is the average of all semester course grades received in high school courses based upon a 4.0 scale. Letter grades will be transposed to the standard 4.0 scale: A = 4.0; B = 3.0; C = 2.0; D = 1.0 and F = 0.

The following formula will be used for calculating weighted GPAs: The unweighted overall GPA will be figured per WCSD Administrative Regulation 5127 using a 4.0 grading scale. For EACH SEMESTER of an honors course that a student passes, .025 will be added to the unweighted overall GPA and .050 will be added to each semester of an

International Baccalaureate (IB) or Advanced Placement (AP) course, producing the weighted overall GPA. All Dual Credit College Courses also add to the weighted GPA with the equivalent to an AP bump (.050).

FINAL EXAMINATIONS

Students will be required to complete a final examination in all courses which award one-half (.5) credit or more. End of semester exams are cumulative and may consist of skill or performance assessments as well as oral or written examinations, depending upon the objectives of the course and the nature of the class. A student may receive a failing grade and no credit for a course if they do not complete course requirements or for poor performance in the course. Final exams are given during prescribed testing windows only. Students absent on the day of the final exam may be issued a grade of Incomplete (INC) and allowed the opportunity to make-up the exam within a specified timeframe. Semester exams will not be curved, and raw scores will be reported in the gradebook. The grade weight of the semester exam is set at the beginning of the school year or start of a course in accordance with district guidelines and indicated in the course syllabus. The weight of the final exam is not to exceed 20% for any course and will be consistent for all sections of the same course within a school.

REPORTING TO PARENTS/GUARDIANS

Reports notifying parents/guardians of their student's progress in school are issued quarterly (approximately every nine weeks). Grade reports issued at the conclusion of the first nine weeks of each semester are Progress Reports indicating the level of achievement of the student at that time. The academic grade issued at the end of each semester reflects the student's work for the entire semester and is not an average of two nine-week grades. These semester academic grades, along with the credits earned at the end of each semester are posted to the student's permanent record. In addition to these reports which are issued to every student, students whose work has deteriorated significantly or whose performance puts them in jeopardy of failing will receive an Academic Warning Notice halfway between each official report (at both quarter & semester). Report Cards and Progress Reports are distributed to students after the close of the reporting period, except for the final reporting period when Report Cards are mailed home. Check the school calendar for specific dates.

Infinite Campus is the District's online teacher, parent/guardian, and student communication program. Infinite Campus is an easy way to keep up to date by using a secure online system that allows parents/guardians and students to check grades, communicate directly with teachers via e-mail, check on homework assignments, and monitor attendance. Information on how to login can be obtained from the school. To login to the Infinite Campus portal: <https://washoenv.infinitecampus.org/campus/portal/washoe.jsp>. Additionally, there is a smart phone application for students and parents available through the iTunes App Store or Google Play for Android.

Teachers are the best sources of information about student work in a particular class. Parents/guardians who have questions about any of the procedures for monitoring their student's progress in school should call their student's counselor for more information.

AUDITING A COURSE

Auditing a course allows a student to take a class without the benefit of a grade or credit for a course. A student may choose to audit a course provided they receive permission from the high school administrator and the teacher. Advanced Placement (AP) courses may not be audited. Students who are enrolled in a course on an audit basis will not earn credit for the course. To remain in good standing in an audited course, students must complete all assignments and exams and abide by all attendance policies.

A student may be removed from an audited course at the discretion of the high school administration and the teacher. An academic grade of "AU" ("Audit") and a regular A-F citizenship grade will be assigned to students in an audited course. A student may not drop a course to an audit after the 11th week of the semester. Audit is not an option for home school, private school, or charter school students who are accepted to participate in a course at the high school. Whether or not a school allows students to audit courses is a site decision.

WITHDRAWING FROM CLASS

A student withdrawing from a class during the first 11 weeks of the semester will receive no credit. After the 11th week a student withdrawing from a class shall receive a grade of "F" and no credit. The withdraw deadline dates for the 24-

25 school year are November 1 and April 4. (Incline High School: November 4 and April 25 / TMCC High School: October 24 and April 4)

REPEATING A CLASS

A student may repeat a course provided they receive permission from the high school administration or an identified designee. A student shall not receive additional credit for the repeated course or a "content equivalent" course. The higher grade shall be recorded on the permanent record and the lower grade replaced with the notation "RP" (repeated).

If a student earns an "F" in a course, any course which meets the same requirement for graduation may be taken to meet that requirement. The "F" remains on the permanent record unless the repeated course is the same course as the one in which the student received an "F" grade. To replace an "F," the "same course" may include a modified title such as "OLE," or "Correspondence," etc. A regular course may not be used to repeat an Honors or Advanced Placement course to raise a grade when both courses can be taken for credit.

STANDALONE INTERNSHIP FOR ACADEMIC CREDIT

Work-based learning is governed by regulations and policies as administered by the Nevada Department of Education and is a continuum of experiences defined as Career Exploration, Career Preparation and Career Training. For 11th and 12th graders, these experiences can include job shadows, school-based enterprises, standalone internships which result in academic credit, and noncredit-bearing internships which are integrated into another course.

As a component of its work-based learning framework, WCSD offers two types of standalone internships for academic credit, suggested for students in grades 11 and 12. These opportunities are most frequently offered through the District but may also be offered at the school site.

Standalone internships for academic credit are work-based learning experiences that place students in a real workplace environment to develop and practice career-related knowledge and skills for a specific career field related to students' career interests, abilities, and goals. They are connected to classroom learning and are accompanied by structured reflection activities. Students participating in these experiences are guided by a formal, written Training Plan and Training Agreement that defines specific academic and workplace skills to be mastered. As a course, standalone internships for academic credit require 60 hours of coursework resulting in .5 elective credit.

Please note:

- Students may enroll in a standalone internship course (group or individual) on a semester basis.
- Students may apply one or more credits toward the total number of credits required for graduation (per NRS 389.167).
- Students earn a letter grade which will be applied to the GPA.
- To earn a passing grade, students must complete all requirements for credit by five school days prior to the end of the final grading period of the semester.

Group:

Group internships are structured more as classes and organized by career field, facilitated by a teacher with knowledge of the industry. Groups of 8-24 students engage in visits to a variety of industry sites, engage in projects associated with the career field, and gain an understanding of the knowledge, skills and education needed for specific pathways within the field. To earn credit, students must attend orientation, all scheduled classes, meet specific learning outcomes, complete assignments, and participate in a final project presentation. Group internships start the second week of each semester and end the week prior to finals.

Individual:

Individual internships are structured to meet a specific career interest. Students are assigned to and supervised by an internship teacher, attend scheduled classes throughout the semester, and complete internship hours at a work site as scheduled by an employer host. To earn credit, students must complete all requirements. Individual internships start the second week of each semester and end the week prior to finals.

Internship Request & Enrollment Requirements:

- Students must complete an enrollment process by deadlines as published by the Department of Signature Academies and Career Technical Education (SACTE) or the school sites.
- These experiences are recommended for students in grades 11 and 12.
- Health insurance coverage is recommended, but not required.
- Students must attend all class sessions and perform service at job sites as scheduled.
- It is important to have reliable transportation to and from work sites.
- Most standalone internship hours will be served outside the school day. With documented school and parent/guardian permission, students may complete internship hours during the school day.

FOR MORE INFORMATION: Contact your high school counselor, CTE teacher or visit the Career and Technical Education website at <http://www.washoeschools.net/sacte>.

WORK STUDY CREDIT

WCSD high school students may apply to earn elective high school credit for working at a paid job. Each student is responsible for obtaining their own job. Credit may be earned at one-half (.5) credit for 180 hours of active work participation per semester or summer. Students earn a grade of S/U and it is not calculated in their grade point average. Students can earn a maximum of four work study credits.

FOR MORE INFORMATION: Contact your high school counselor.

CREDIT BY EXAM

High school students who wish to challenge certain high school courses may take a Credit by Exam (CBE). There is a fee for the exams. A passing score will earn the student ungraded high school credit.

College Level Examination Program (CLEP) exams may also be used for credit by exam. A score of 50 is passing and passing scores are eligible for 1.0 high school credit.

FOR MORE INFORMATION: Contact your high school counselor.

EXTENDED STUDIES PROGRAMS

Full program and registration information is available at <http://washoeschools.net/Domain/78>. All grades issued by Extended Studies are posted to the student transcript in Infinite Campus at the end of each semester/summer. All programs are scheduled in accordance with the WCSD Balanced Calendar.

Community Service (0.5 credit):

- Semester course: application and course completion must occur within the dates of each semester and/or summer.
- 60 hours of volunteering experience; S/U grade

The proposed community service must be approved by Extended Studies three (3) weeks prior to registration. A supervisor for the organization benefiting from the community service must also provide his/her approval and phone number. The supervisor is responsible for verifying all volunteer hours. Volunteering at your church, home, or for relatives does not qualify for community service credit. Hours earned prior to the completion of registration are not counted.

PE Options (0.5 credit):

- Semester course: application and course completion must occur within the dates of each semester and/or summer.
- 60 hours; S/U grade
- Check the Extended Studies website for a list of approved fitness facilities.

Students must enroll in a gym/sports center where **group** classes are taught by an instructor certified in the activity being offered. Only gyms/centers approved by Extended Studies are available for students wanting to participate in this option. The gym/center documents and monthly attendance reports are submitted by the student to Extended Studies. Students may count up to 2 hours per day. A maximum of two PE credits may be earned through this course. This course may not be used to raise a passing grade in PE, but it may be used to replace a failing grade in PE. Hours completed prior to the completion of registration are not counted.

Supervised Curriculum PE (SCPE) (0.5 credit):

- Semester course: application and completion must occur within the dates of each semester and/or summer.
- 60 hours; S/U grade.

This PE course is designed for those students participating in a sport at the pre-professional level at the national or regional level of competition. An agreement form signed by the student, parent, and coach must be completed. Hours and a progress report completed by the coach must be submitted to Extended Studies monthly. A maximum of two PE credits may be earned through this course. This course may not be used to raise a passing grade in PE, but it may be used to replace a failing grade in PE. Hours earned prior to the completion of registration are not counted.

COLLEGE OPPORTUNITIES FOR HIGH SCHOOL STUDENTS

The following paragraphs will briefly describe some of the opportunities which are available to students through which they can get a head start on college by earning placement in, waiver of, and/or credit for college courses while still in high school. It is important for students to check with their intended post-secondary institution and, if applicable, the NCAA, to determine if that school/program will accept the courses.

Advanced Placement

Advanced Placement (AP) is one of many programs sponsored by the College Board. AP classes are college-level courses offered to high school students at their high school by their own high school teachers. In May of each year, students in AP classes take a three-hour comprehensive exam that is written and scored by the College Board. The exams are scored on a scale of 1 to 5. An exam score of 3 is generally considered “qualifying” and many colleges will give college credit for the course to students who earn 3, 4, or 5 on the exam. Some colleges only give credit for a 4 or 5 score; some waive a college requirement but do not award credit; some allow students with high exam scores to be eligible to take the college’s own placement exams and thus earn credit or waivers. Because each college has its own AP policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available. To check a college’s AP policy, go to

<https://apstudent.collegeboard.org/creditandplacement/search-credit-policies>

WCSD course titles which include the notation “AP” or Advanced Placement are year-long courses and all requirements must be met before the “AP” designation is awarded. Students register for AP courses during regular high school pre-registration each spring. Exams are given on a predetermined schedule in May of each year at an approximate cost of \$97 per exam. Students do not have to be enrolled in an AP course to take an AP Exam, but students in WCSD who are enrolled in a course with “AP” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam.

International Baccalaureate (Wooster HS only)

The International Baccalaureate (IB) offers students the opportunity to take internationally developed college level coursework at their high school taught by their teachers. Students enrolled in the IB programs, offered at Wooster High School, take end of course examinations each May. These examinations are written and scored by external IB examiners. Exams are scored on a 1(lowest) to 7 (highest) scale. Because each college (and often each department within a college or university) has its own IB policy, it is important for students to contact the admissions office at their post-secondary institution of choice to determine what type of credit/waiver will be available.

Exams are given on a predetermined schedule in May of each year at an approximate cost of \$120 per exam. Students in WCSD who are enrolled in a course with “IB” in the title are **required to take the exam in that course per Administrative Regulation 6501**. Exam results are available to students and colleges in July following the exam. For more information, visit the website at www.woostercolts.com or call Wooster HS at 775-321-3160.

CTE College Credit

CTE College Credit is free college credit that can be earned by completing a Career & Technical Education (CTE) program of study (2 - or 3-year program). Most CTE programs of study are aligned with college courses, offering the opportunity to earn between 3 and 18 college credits.

Registration: Students can register for CTE courses through their high school counselor. CTE programs of study are offered at every high school in WCSD and are taught on the high school campus.

Participation Requirements: Any student may participate in a CTE program of study at the entry level (Level 1). Continuation to the intermediate (Level 2), and advanced (Level 3)/or complimentary course (CC) classes require completing all prior levels. CTE programs of study can be 2- or 3-year programs of study.

Fees/Costs: CTE College Credits are FREE to students. They do not require any additional time or work beyond that of the high school course. To determine how many college credits are available for a specific program of study, please check the individual college websites:

Truckee Meadows Community College: <http://www.tmcc.edu/cte-college-credit/>

Western Nevada College: <https://www.wnc.edu/cte-college-credit/>

Great Basin College: <http://gbcnv.edu/cte/>

College of Southern Nevada: <https://www.csn.edu/cte>

Earning College Credit: To earn CTE College Credit, a student must:

1. Be enrolled in a CTE program of study through the completion year (2 - or 3-years)
2. Earn a B average in the CTE program of study courses (4 or 6 semesters)
3. Achieve a passing score on two assessments: Technical Skills and Employability Skills

When students successfully complete the CTE program of study requirements (above), CTE College Credit may be awarded. Once accepted, these credits are added to the student's transcript through the Nevada community college from which the student chooses to accept the credit and can be transferred to other 2- and 4-year postsecondary institutions. Not all colleges accept courses earned through the CTE College Credit program. It is important to check with the admissions office at your intended college/university.

FOR MORE INFORMATION: Contact your high school counselor, visit the Nevada Department of Education website at https://doe.nv.gov/CTE/College_Credit/ Career and Technical Education website at <http://www.washoeschools.net/sacte>, or call the Signatures & CTE Department at 775-327-3945.

College Dual Credit

Dual credit is an opportunity for high school students to attend college courses and earn college credits while still in high school. Dual credit college courses are those offered by a community college or university (such as TMCC, WNC, GBC, UNR, or Sierra Nevada University). In most cases, high school students will attend class on the college campus, in a web-based format or as a hybrid (combination of face-to-face and web-based). In some cases, there may be opportunities for students to participate in a dual credit college course on their high school campus.

Registration: Students can register for dual credit college courses through their high school counselor. To receive credit at both the high school and college, students must complete a specific **Application for Dual Credit** prior to registering for a dual credit class and submit it to the high school. This is in addition to completing and submitting a college admission application as a non-degree student.

Participation Requirements: High school students participating in dual credit courses must meet the required pre-requisites for specific classes, meet the minimum high school GPA, attend an orientation session, as well as other college requirements for participation.

Fees/Costs: Students are responsible for the application, tuition and class fees. In some cases, there may be scholarship funding to offset these costs. *This is not guaranteed.*

Earning College and High School Credit: A dual credit course may be applied for either elective or academic high school credit provided it is on the approved list.

- Academic credit refers to those courses which have been approved to meet core course requirements by the WCSD Board of Trustees and the State Board of Education.
- Elective credit refers to those courses which have been approved to be offered as elective credit by the WCSD Board of Trustees and the State Board of Education.

High School Credit for College Courses: A 3, 4, or 5 credit, one-semester college course that is successfully completed by the student will be counted as one (1) high school credit. Grades earned in college courses become part of the student's GPA at both institutions.

Important Note: Not all colleges accept courses taken through dual credit programs. It is important to check with the admissions office at your intended college/university.

FOR MORE INFORMATION: Contact your high school counselor.

GOVERNOR GUINN MILLENNIUM SCHOLARSHIP

In 1999, Governor Kenny Guinn's Millennium Scholarship initiative was enacted into law by the Nevada Legislature. Section 396.911 of the Nevada Revised Statutes created the Millennium Scholarship Trust Fund to be administered by the State Treasurer. Later that year, the Nevada System of Higher Education's Board of Regents adopted policy and procedure guidelines for the administration of the scholarship. Through the successful completion of a rigorous program of study at Nevada high schools, our state has seen a significant, positive impact – more than double the numbers of students are attending our colleges and universities since the program began. Please visit: http://www.nevadatreasurer.gov/GGMS/GGMS_Home/ for specific information regarding GPA and course requirements as well as NSHE Policies and Procedures.

TITLE IX

Title IX guarantees equal access to courses and programs for both male and female students. Title IX further states that an institution may not provide any course or otherwise carry out any of its educational programs or activities separately based on sex or require or refuse participation therein by any of its students on such a basis, including health, physical education, industrial, business, vocational, technical, home economics, music, and adult education courses.

NOTICE OF NON-DISCRIMINATION

The Washoe County School District is committed to nondiscrimination on the basis of race, color, national origin or ethnic group identification, marital status, ancestry, sex, sexual orientation, gender identity or expression, genetic information, religion, age, mental or physical disability, military or veteran's status in educational programs or activities, and employment as required by applicable federal and state laws and regulations. No District employee, including, without limitation, administrators, faculty, or other staff members, nor students shall engage in acts of bullying, harassment, or discrimination on the premises of any public school, school-sponsored event, or school bus in the District. Prohibited behaviors include cyber-bullying, sexual harassment, hazing, intimidation and retaliation.

English

English 1-2

Course #1201-1202

Option: **Honors** *needs teacher recommendation*

Course #1203-1204

Full Year = 1 credit

This one-year course will provide the fundamentals of communication skills – reading, writing, speaking, and listening-- using the Nevada Academic Content Standards (NVACS) to guide and focus instruction. Through the reading of a variety of high-quality contemporary works, classical literature, and literary nonfiction, students will continue to develop the reading comprehension skills and reading strategies required to be highly literate individuals. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

English 3-4

Course #1211-1212

Option: **Honors** *needs teacher recommendation*

Course #1213-1214

Full Year = 1 credit

This one-year course will continue to develop the fundamentals of communication skills – reading, writing, speaking and listening—using the Nevada Academic Content Standards (NVACS) and End of Course (EOC) selected standards to guide and focus instruction.

The class will balance independent reading of scholar-chosen tasks, which will emphasize reading fluency, with class readings of grade-appropriate texts, which will emphasize reading comprehension. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing as a way to comprehend text. Scholars will engage in daily short-writing activities and will work on longer-term writing projects. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft as well as building an extensive vocabulary. In the sophomore level, scholars will focus on higher level punctuation (colons, semicolons, and dashes) and more sophisticated syntax. Research and technology will be embedded throughout the course through personal-interest research projects that focus on utilizing a variety of technologies. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion. The class will also require scholars to provide direct instruction to other scholars. As a part of this course, students are required to take the Nevada End Of Course Final for English as the semester 2 final exam.

English 5-6

Course #1231-1232

Option: **Honors** *needs teacher recommendation*

Course #1233-1234

Full Year = 1 credit

This Nevada Academic Content Standards (NVACS) aligned, one-year course will strengthen and expand students' skills in reading, writing, speaking and listening necessary for college and career readiness in a twenty-first century, globally competitive society. Through reading of a variety of grade-appropriate, high-quality contemporary works, seminal U.S. documents, the classics of American literature, and literary nonfiction, students will gain the capacity to challenge complex texts in all subjects. Students will engage in both short and long-term writing assignments in three main genres--argument, informative/explanatory, and narrative--as well as use writing to comprehend text. Language instruction will focus on the balance between rules and manipulating language for the purpose of craft; and students will continue to build an extensive vocabulary. Research and technology will be embedded throughout the course. The course will be taught using a variety of teaching techniques from direct instruction to small group work with a focus on meaningful student discussion.

English 7-8

Course #1251-1252

Option: **Honors** *needs teacher recommendation*

Course #1253-1254

Full Year = 1 credit

This first half of this course is designed to allow scholars to engage in two long-term projects that use narrative and expository writing skills. Scholars will write a research-based personal narrative, based on a series of mentor texts. The scholars will also write a walking guide of an area near the school, which culminates a unit on nature writing. Finally, the scholars will write a synthesis paper on a thematic topic.

For the second half of the course, scholars will be engaged in a reflection on their educational experience and planning for their future. To reflect, scholars will write vignettes on their educational experiences and a philosophy of education paper. The scholars will also use this course to write several scholarship applications, a graduation speech, and compile a final English portfolio.

Math

Algebra 1

Course #2201-2202

Honors

Course # 2045-2046

Full Year = 1 credit

This is a one-year course designed to teach the fundamentals of elementary algebra. This course lays the foundation of knowledge and skills to meet the Nevada Academic Content Standards in Mathematics (NVACS) for high school students. A strong foundation in algebra is needed for subsequent mathematics courses. The NVACS studied include all 5 Domains: Relationships between Quantities and Reasoning with Equations, Linear and Exponential Relationships, Descriptive Statistics, Expressions and Equations and Quadratic Functions and Modeling. Throughout the year, students will be expected to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations and exhibit increased confidence in their ability to solve mathematical problems.

Geometry

Course #2211-2212

Formal Geometry (Honors)

Course #2215-2216

Full Year = 1 credit

Prerequisite: Successful completion of all semesters of Algebra 1 (or all semesters of the 2-year course).

This is a one-year course that will cover the following topics through emphasis on basic geometric proofs, axioms, postulates and theorems, plane geometric figures, right triangles with trigonometry, constructions, congruence and similarity, circles, coordinate and transformational geometry, inductive and deductive reasoning, three-dimensional geometry, and probability. Emphasis is on the development of deductive reasoning skills. Students will also review algebraic techniques, work on realistic problems, and use technology when possible.

Algebra 2

Course #2221-2222

Algebra 2 (H)

Course #2227-2228

Full Year = 1 credit

Prerequisite: Successful completion of all semesters of Algebra 1 and Geometry or Formal Geometry.

This is a one-year course, which strengthens and expands on the techniques and concepts learned in Algebra 1. This course will reinforce the student's problem solving and algebraic skills in preparation for advanced mathematics courses. The major topics of study are relations and functions, domain and range of parent functions systems of nonlinear equations, polynomials and polynomial functions, complex numbers, quadratic equations, rational and radical functions, exponential and logarithmic functions, statistics, and matrices. Throughout the year, students will continue to develop the ability to reason and communicate mathematically, apply learned concepts to new problem-solving situations, and exhibit increased confidence in their ability to solve mathematical problems.

Probability, Statistics and Discrete Mathematics

Course #2243-2244

Full Year = 1 credit

Prerequisite: Successful completion of all semesters of Algebra 1, Geometry and Algebra 2.

This is a one-year course designed to provide students with opportunities to explore concrete concepts, probability, statistics and discrete mathematics. The first semester consists of studying set theory, probability, statistics, experimental design, sampling techniques, distributions, measures of center, spread and position. Students are provided with opportunities to collect and analyze data relevant to students and draw conclusions based on this analysis. The second semester will involve hypothesis testing, confidence intervals, correlation, and linear regression, finance, and number representations. Throughout the course, emphasis will be given to providing students with numerous opportunities to model problem situations using hands-on materials, graphing calculators, and computers. Students need to have completed the first semester of Probability, Statistics and Discrete Mathematics in order to continue into the second semester.

Advanced Algebra 3

Course #2241-2242

Full Year = 1 credit

Prerequisite: Successful completion of all semesters of Algebra 1, Geometry and Algebra 2.

This is a one-year non-honors level course designed to build upon the concepts presented in Algebra 2. Students will apply Algebra 2 concepts in real-life contexts to strengthen and expand problem solving, numerical literacy and application skills in preparation for post-secondary choices including the world of work, college, technical training or the military. Mathematics topics that will be imbedded into the modules include: Functions (Linear, Quadratics, Exponentials, Logarithms, Rational, and Polynomial); Geometry and Measurement, Linear Programming, Probability and Data Analysis. Financial Math is a strong second semester focus. Graphing Calculators are required.

Sciences

Biology 1-2

Course #3141–3142

Biology 1-2 (H)

Course # 3143-3144

Full Year = 1 credit

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of biological science. This course meets the Nevada Academic Content Standards for Science. The course is organized into five main topics: 1) *Interdependent Relationships in Ecosystems*; 2) *Matter and Energy in Organisms and Ecosystems*; 3) *Structure and Function*; 4) *Inheritance and Variation of Traits*; 5) *Natural Selection and Evolution*. The performance expectations for high school life science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of life science. In this course, students will use basic mathematical computations and read and write critically to analyze biological investigations. A common district final exam will be administered at the end of both semesters.

Chemistry 1-2

Course #3201-3202

Chemistry 1-2 (H)

Course # 3203-3204

Full Year = 1 credit

Prerequisite: Successful completion of Biology 1-2 and Algebra 1.

Requisite: Concurrent enrollment in Geometry or higher.

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of chemical science. This course meets the Nevada Academic Content Standards for Science. The Disciplinary Core Ideas are: 1) *Structure and Properties of Matter*; 2) *Chemical Reactions*; and 3) *Energy in Chemical Processes*. The performance expectations for high school chemical science blend Disciplinary Core Ideas with both Science and Engineering Practices and Crosscutting Concepts to support students in developing an understanding of chemistry. Students will use mathematical computations, read scientific text, and write critically to analyze data in chemical investigations. To be successful in this rigorous and challenging course, students should be able to work independently on activities and projects as well as read advanced text. A common district final exam will be administered at the end of both semesters.

Earth Science 1-2

Course #3131-3132

Earth Science 1-2 (H)

Course # 3133-3134

Full Year = 1 credit

Prerequisite: One year of science; credit earned in Algebra 1.

This one-year laboratory science course is intended to develop an understanding of the fundamental concepts of Earth science. This course meets the Nevada Academic Content Standards for Science. There are five Earth science Disciplinary Core Ideas: 1) *Earth's Systems*; 2) *Human Impacts*; 3) *History of Earth*; 4) *Weather and Climate*; and 5) *Space Systems*. The performance expectations for high school Earth science blend the Disciplinary Core Ideas with Science and Engineering Practices and Crosscutting Concepts to support students in developing a deeper understanding of how the Earth's key systems interact and result in conditions that vary in complex yet predictable ways. In this course, students will use basic mathematical computations and read and write critically to analyze earth science investigations.

Forensic Science 1-2

Course # 3231-3232

Full Year = 1 credit

Prerequisite: Successful completion of two years of science.

In this one-year laboratory science course, students will learn and practice evidence gathering and analysis techniques. Topics include the study refractive index of glass, soil chemistry, DNA analysis, arson, ballistics, fingerprinting, chemical analysis, toxicology, and chromatography among many other topics.

Social Studies

World History 1-2

Course #4101-4102

Option: Option: **Honors** *needs teacher recommendation*

Course #4103-4104

Full Year = 1 World History/World Geography credit

This course focuses on World History from approximately the mid-1300s to the modern day. Students will examine important concepts in geography, history, and culture pertaining to regions around the globe. Students will analyze significant events, individuals, developments and processes across the world from the perspective of multiple and varied voices for a vivid and complex picture of history. This course is global in nature, with a multicultural, rather than Eurocentric, approach. Students will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: the Middle Ages, the Renaissance and Reformation, global expansion, empires and kingdoms of the world, the Enlightenment and revolutions, the rise of nation states, imperialism, industrialization, WWI, 20th Century revolutions, global depression, WWII, decolonization, the Cold War, globalization, and modern issues.

US History 1-2

Course #4131-4132

Full Year = 1 US History credit

This course focuses on the history of the United States from the turn of the century to the present day. American founding documents and democratic principles will provide for the foundation referenced throughout this course while maintaining focus on the multicultural history, economics, civics, and geography of the modern era. This course includes multiple and varied voices and perspectives for a vivid and complex picture of U.S. History. Students in the course will engage in historical thinking, robust academic discussions, and informational and argumentative writing. Some of the topics of study will include, but are not limited to, the following: Nativism/Populism, Imperialism, the Gilded Age/Industrial Revolution, Progressivism, WWI, the 1920s, the Great Depression, WWII, the Civil Rights Movement, the Cold War, the rights movements of the 1970s, globalism, terrorism, and modern issues.

American Government

Course #4161 or 4162

One Semester = 0.5 American Government credit

Productive civic engagement requires knowledge of the historical foundations and principles of American democracy, understanding the unique processes of local, state, and national institutions, and the skills necessary to apply civic dispositions and democratic principles. In this semester long course, students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. Content will include multiple historical eras and the various changing perspectives in America's past, as well as connections between historical events. Some of the topics of study will include, but are not limited to, the following: founding documents, the federal system, the legislative process, the judicial system, the executive branch, elections, political parties, interest groups, rights and responsibilities of citizens, international relations, public policy, economic policies, media literacy, and contemporary issues.

Economics and Financial Literacy

Course #4205 or 4206

One Semester = 0.5 Economics credit

The Economics and Financial Literacy course is grounded in knowledge about how people access and choose to use resources. Economic decision making involves setting goals and identifying the resources available to achieving those goals. Students will examine concepts and tools necessary to foster an economic way of thinking to better understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Some of the topics of study will include, but are not limited to, the following: supply and demand, financial institutions, labor markets, globalization, standard of living, economic indicators and policy, financial decision-making, saving and spending, credit and debt, and college and career preparedness.

Psychology 1-2**Course #4245-4246**

Full Year = 1 Arts/Humanities credit

Can be used to satisfy the Flex credit graduation requirement

This course begins with a review of the ways people have sought to explain human behavior from ancient times through today and provides an overview of the major principles and concepts of psychology, including the brain, human development, personality, learning, cognition, and the scientific method. Students will participate in dozens of activities and real-life situations designed to bring the content alive and help them apply the material to their own lives. Magazines, book excerpts, and movies will also play a role in our search for knowledge. Emphasis will be placed upon fostering feelings of empathy for others—particularly those who are mentally ill. A sociocultural approach will be explored as a means for understanding a variety of cultures and how social aspects impact us as individuals. Students will leave the class with insights into the causes of human behavior as well as a better understanding of themselves.

World Language Options

Innovations HS currently does not have an allocated teacher for world languages. See the counselor to help with dual enrollment at TMCC, UNR, Edgenuity or BYU- Extended Studies.

Physical Education & Health

PE**Course #5101-5104**

One semester = 0.5 credit

This course is designed for all grade levels in which students are introduced to a variety of sports in 1-2 week units. These sports are divided into three categories: lifetime, team, and individual. Activities may include badminton, basketball, flag football, hockey, kickball, tennis, soccer, whiffleball, tennis, Frisbee, volleyball, jump rope, rock climbing, yoga, and weight training. Emphasis is on the teaching of rules, skills, and strategies in the instructional sports as well as the recreational aspects of team sports. There are daily warm-up activities, which include stretching and core work. Students are expected to participate and do their best.

Health**Course # 5311**

One Semester = 0.5 credit

This course is a one semester course which covers the following topics: body function; physical and emotional development; drugs, alcohol, and tobacco; disease and disorders; fitness and exercise; nutrition; consumer health, safety, first aid, and emergency care; family health, growth and development; environmental health and related fields; community health; health careers; human sexuality and HIV/AIDS.**Topics related to human sexuality and HIV/AIDS education are provided through the Sexuality, Health and Responsibility Education (S.H.A.R.E.) program - parent permission required.

Computer Science & Applications

Computer Science & Applications

Course # 8344 or 8345

One Semester = 0.5 credit

This course is an introduction to computer science and applications intended to “prepare young learners to become computational thinkers who understand how today's digital tools can help solve tomorrow's problems.” (ISTE, 2018). CS & A will include at least 50% computer science principles and computational thinking. The balance of the course will integrate skills in digital and media literacy and digital citizenship.

Arts/Humanities

Drawing 1-2

Course # 6141-6142

One Year = 1 credit

Prerequisite: Successful completion of Art 1-2 and/or recommendation of the instructor

Drawing 1 will introduce students to basic drawing techniques, perspective and the elements and principles of design. A variety of subject matter will be covered using many drawing materials. Evaluation skills will be developed through critique and class discussions.

In Drawing 2 skills of drawing from observation will be explored. Students will learn to judge proportion using sighting and referencing. Drawings will incorporate basic composition and multi-point perspective. Various drawing materials and techniques will be used. Evaluation skills will be developed through critique and class discussion.

Drawing 3-4

Course # 6143-6144

One Year = 1 credit

Prerequisite: Successful completion of Drawing 1-2 and/or recommendation of the instructor

In Drawing 3 students will learn basic portrait drawing. Students further develop their drawing skills and techniques to create drawings with depth and volume. Students will explore more advanced problems with emphasis on creative interpretation, developing ideas and explore methods for personal expression.

Drawing 4 will teach students how to draw the human figure. Students will study the structure and anatomy of the human form and learn proportion, volume, form and mass of the figure. Emphasis will be placed on expression and emotion.

2D 3D Multimedia 1-2

Course #6171-6172One

Year = 1 credit

Students will be introduced to and gain experience working in a variety of two- and three-dimensional media as well as develop an understanding of the elements and principals of design. Emphasis will be placed on quality, craftsmanship, creativity, as well as practice and skill technique with new materials. This class will stress creative expression, problem solving skills, historical and cultural information, aesthetic valuing, and connections to careers. Projects will be created in a variety of both two and three dimensions.

2D 3D Multimedia 3
One Semester = 0.5 credit

Course #6173

Students will develop an enhanced understanding of multimedia and craftsmanship while creating more complex two- and three-dimensional art. Student will expand their understanding of the language of art and the history of multimedia. Students will refine the ability to critique artwork and to demonstrate critical thinking skills. Students will be able to work independently to refine and create projects with that demonstrate enhanced technical skill. Careers using the multimedia arts will be explored. Projects will be created using a variety of two- and three-dimensional media

Advanced Studio Art

Course # 6277-6278

One Year = 1 credit

Prerequisite: Instructor Recommendation

In this course, advanced art students research and create portfolio quality works based on the style and medium of their choosing. Students will write artist statements expanding on their works, their meaning, and the processes behind their creation. Students will curate their portfolios with applications to design careers or art universities in mind. This is an open studio course with guidance from the instructor but focusing on independent study on the part of the student.

Beginning Guitar

Course #6719

One Semester = 0.5 credit

This semester course is designed for students with no previous guitar experience. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences.

Intermediate Guitar

Course #6720

One Semester = 0.5 credit

This semester course is designed for students with intermediate experience on guitar. Students will receive guidance and direction in solving problems related to playing the guitar on a beginning level and will learn many of the different styles, skills, and techniques required to become a successful musician. Areas of concentration include correct posture, note reading, aural skills, flat picking, singing songs, rhythmic patterns, chord study, bass playing, finger picking styles, melody construction, musical forms, tablature notation, improvisation, and performing experiences.

Commercial Music

Course # 6623-6624

One Semester= 0.5 credit

Commercial Music is a hands-on music industry course that emphasizes collaborative, project-based learning with a focus on real-world products and applications. While working on music and audio content to be distributed and advertised publicly, scholars develop proficiency in the Nevada Standards for Music Technology, including Creating, Performing, Responding, and Connecting. In this course, scholars develop employable skills used in the music industry as well as entrepreneurship, such as audio engineering, digital music production, advertising, and music distribution. Project-based instruction is supported with theoretical and practical instruction in topics such as acoustics, copyright, business, and entrepreneurship.